

## The Role of a Special Education Staff in the RtI Process

Activity	Tier	Required Paperwork	<u>Acceptable</u> role of Special Education Staff	<u>Unacceptable</u> role of Special Education Staff
<b>Core Instruction</b>	<b>I</b>	The Problem Solving Team fills out all paperwork at this level	<ul style="list-style-type: none"> <li>▪ Consult, collaborate and brainstorm academic and behavioral program development</li> <li>▪ Teach regular education skill groups that include some students on IEP's</li> <li>▪ Collect and organize progress-monitoring data for students in skill groups.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Include students in a designated special education instructional group</li> <li>▪ Conduct observations of individual students</li> <li>▪ Serve as a RtI case manager</li> </ul>
<b>Strategic Interventions</b>	<b>II</b>	The Problem Solving Team fills out all paperwork at this level	<b>Same as Tier I</b>	<b>Same as Tier I</b>
<b>Intensive Interventions</b>	<b>III</b>	<ul style="list-style-type: none"> <li>▪ Special Education Referral or Prior Notice</li> <li>▪ Consent for Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Include non-special education student in a designated special education group for diagnostic teaching and progress monitoring</li> <li>▪ Take over as the RtI case manager</li> </ul>	<ul style="list-style-type: none"> <li>▪ Conduct observations</li> </ul>
<b>Special Education</b>	<b>III B</b>	<ul style="list-style-type: none"> <li>▪ Referral</li> <li>▪ Consent for Evaluation</li> <li>▪ Data Collection</li> <li>▪ Eligibility Meeting Notice</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assume duties consistent with evaluation procedures and timelines. Formal Evaluations and Observations</li> </ul>	